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ABSTRACT

In February 1986, a study was conducted by the Commission on Instruction of the California Association of Community Colleges to investigate the influence of the 1984 and 1985 high school graduates on community college enrollment patterns. Study findings, based on a 98% response rate from the 106 colleges surveyed, included the following: (1) transfer program enrollments had increased at the expense of enrollments in vocational programs; (2) enrollments had increased in basic skills and English as a Second Language courses; (3) there were increased needs for special services for students with learning disabilities; (4) students had increased needs for focused counseling services, tutoring, counselor intervention, career information, and skills assessment; and (5) seven influences on the community college enrollment of high school students were identified, including aggressive outreach by four-year colleges, more opportunities for low-level employment, increasing dropout rates, a declining image for community colleges, changing high school emphases from vocational education to college preparatory courses, and the reduction/elimination of high school course electives. Based on study findings, eight recommendations were developed for improving accountability, programs, and working relationships, and nine policy considerations were identified. (AJL)

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Building New Partnerships:

California's Secondary Schools and the Community Colleges

CACC

Commission On Instruction

Subcommittee On Articulation Concerns

Barbara F. Mertes
Senior Author

California Association of Community Colleges

JC 880 589

THE CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES is an institution-based, nonprofit, voluntary state association organized for the purposes of representing the interests of the community and junior colleges of California. The Association supports California's local community colleges in the pursuit of their goals and promotes community college education by providing leadership and service. It fulfills its mission by: (a) developing policy recommendations, supported by appropriate research, on issues of importance to community colleges at the local, state, and national levels, (b) advocating to governmental bodies the policies determined to be in the best interests of community college education, (c) assisting member institutions in developing and promoting solutions to problems of local concern, (d) facilitating the efforts of institutions, segments, organizations and agencies to work and speak cooperatively on behalf of the California community colleges, (e) informing members of the community college community and the general public of current issues and research in community college education, (f) coordinating and regulating intercollegiate athletics on behalf of California's Community Colleges, and (g) developing human and financial resources to aid the member institutions and the Association to enhance community college education.

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COMMUNITY COLLEGE ISSUES
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BUILDING NEW PARTNERSHIPS: CALIFORNIA'S SECONDARY SCHOOLS AND THE COMMUNITY COLLEGES

California Association of Community Colleges

Commission on Instruction

Subcommittee On Articulation Concerns

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PREFACE

This paper is the third in a series published by CACC Press. It reports the findings of the Subcommittee on Articulation concerns of the Commission on Instruction of the California Association of Community Colleges (CACC) established to research the perceptions of community college personnel regarding certain aspects of the relationship between community colleges and the secondary schools. Specifically, the Subcommittee's investigation focused on ascertaining:

- What effects, if any, the members of the 1984 and 1985 high school graduation classes had had on the instructional and student services programs of California's community colleges;
- Whether these students differed from others in their choices of educational programs, in their study skills needs, and in their student services support needs;
- What factors, other than the diminishing high school population pool, might be diverting high school graduates from enrolling in community colleges.

In pursuing answers to these questions, the Subcommittee conducted a survey of all California community colleges. Of the 106 institutions which were contacted, respondents from 104 (98%) returned their completed surveys in sufficient time to be included in the data analyses. This unusually high response to a survey underscores both the importance of the addressed topic and the continuing interest of the respondents in resolving perceived issues regarding the relationships between the community colleges and their feeder high schools.

Analysis of the survey responses disclosed three (3) major effects which 1984 and 1985 high school graduates had had on California's community colleges:

1. Transfer program enrollments had increased at the expense of enrollments in vocational-technical programs;
2. Enrollments had increased in basic skills and English as a Second Language courses, and there were increased needs for services to accommodate the special needs of students with learning disabilities;
3. Students evidenced increased needs for focused counseling services, including: tutoring services, more frequent counselor intervention, improved dissemination of information regarding career options, and comprehensive student assessment.

Additionally, survey respondents identified seven (7) factors which, in their perceptions, were affecting community college enrollment of high school graduates:

1. Aggressive outreach by four-year institutions;
2. Increased opportunities for low-level employment entry;
3. The increasing drop-out rate of high school students;
4. A diminishing positive image of community colleges;
5. Reduced high school emphasis on vocational-technical education;
6. Increased high school emphasis on college preparatory courses;
7. Reduction or elimination of high school course electives.

At the same time, survey respondents were clear about the relative importance of these factors, distinguishing between those which were external to the high schools and the community colleges, those which were based on student and

public perceptions about the efficacy of high school and community college education, and those which were directly related to changes in the high school curriculum.

The Subcommittee has separately identified the context for the study, the major effects which have resulted from the enrollment of 1984 and 1985 high school graduates in the community colleges, the major factors which are viewed as diverting high school graduates away from enrolling in community colleges, eight recommendations for resolving identified issues, and nine policy considerations resulting from the review. These are reported on the following pages.

Emerging most clearly form the analyses is the inescapable conclusion that the secondary schools and the community colleges have a joint responsibility in providing continuity of meaningful and relevant instructional programs and student services support for new majority students. These students and their families will represent the majority of Californians before or shortly after the year 2000. More importantly, new majority students have traditionally viewed community colleges as their port of entry into postsecondary education.

It is certain that California's community colleges will be the first of the state's public higher education institutions to evidence a new majority plurality. The questions of note, therefore, are when the transformation will be completed, and whether the colleges will be ready to provide appropriate programs and services.

The report of the Subcommitee, BUILDING NEW PARTNERSHIPS: CALIFORNIA'S SECONDARY SCHOOLS AND THE COMMUNITY COLLEGES, was approved by the Commission on Instruction on May 1, 1986, under authorization granted by the Board of directors when the entire project was approved on May 24, 1985. The members of the Subcommitte on Articulation Concerns are: Connie Anderson, Program Specialist, Chancellor's Office, California Community Colleges; Douglas Burris, Vice Chancellor, Los Rios Community College District; Thomas Hazell, Instructor/Coach, El Camino College; Peter Hirsch, Executive Director, California Association of Community Colleges; Ernest Matlock, Vice President/Assistant Superintendent, Instruction, Butte College; Barbara Mertes, Dean, Chabot College - Valley Campus (Chairperson and Senior Author); Carol Rookstool, Dean, The Fashion Institute of Design and Merchandising; and Richard Sneed, Vice Chancellor, Academic Affairs, Rancho Santiago Community College District.

Peter M. Hirsch
Sacramento, California
May 4, 1986

I. INTRODUCTION

Secondary schools like community colleges share a common local constituency and are governed by locally elected boards. For this reason, both institutions are held accountable for successfully meeting the immediate needs of their local constituencies. These institutions also respond to local populations' values. They reflect these needs and values by interpreting them into operational priorities and functions which blend with state mandates.

High school graduates continue to comprise one of the largest enrollment pools for community colleges. For many of these high school students, the community colleges provide the continuum in their preparation for employment and/or preparation for additional higher education. On the other hand, the characteristics of high school graduates have a direct effect on both the curriculum content offered by and the student services support provided at community colleges.

Secondary schools and community colleges have a long history involving the sharing of resources in programs, facilities, and teaching staffs. In those institutions where secondary school and community college personnel engage in open and continuing dialogue, there also exists a strong articulation program.

Both secondary schools and community colleges are in varying stages of transition. At both institutions, curriculum, student services, and staff development reforms are being implemented and studied, and new compliances related to student accountability are being enforced. Both institutions are attempting to resolve internal re-organizations of priorities and services while meeting external societal factors which could have even more dramatic effects on new initiatives than do the current acts of reform.

Preparing a work force for high technology, changing cultural and societal values, new admissions requirements imposed by four-year institutions, and strained and constrained fiscal resources, along with increasing numbers of new majority students, are all part of this changing demography. Secondary schools and community colleges need to form strong cooperative working relationships if the educational opportunities they offer are to have long-term benefits for the diverse local populations which they jointly serve.

II. CONTEXT OF THE REPORT

In 1984, the Commission on Instruction of the California Association of Community Colleges formed a Subcommittee on Articulation Concerns. The Subcommittee was given two general charges by the Commission:

(1) To examine the current status of the articulation processes between California's community colleges and public four-year institutions, and

(2) To identify articulation practices and programs between California's community colleges and public secondary schools.

The Subcommittee completed its first charge with the June, 1985, publication of a position paper entitled FOCUSING ON ARTICULATION: IMPROVING THE COMMUNITY COLLEGE TRANSFER RATE (Community College Issues, Volume 1, Number 2). The data for the paper were based on a 97% response to a statewide survey mailed to all 106 California public community colleges. Additionally, important contributions to the paper were made as a result of a review of survey results with representatives from the Office of the President, University of California, and the Office of the Chancellor, California State University.

The 1985 paper triggered interest from members of the California Legislature, and in February, 1986, Senator Gary Hart introduced Senate Bill, SB 1744, THE COMMUNITY COLLEGE STUDENT BILL OF RIGHTS. This bill provides a clearly outlined process by which qualified California community college students may more effectively and efficiently transfer to California public four-year institutions.

III. 1986 COMMUNITY COLLEGE SURVEY

The Subcommittee on Articulation Concerns met in November, 1985, to begin work on its second charge — the identification of Articulation practices and programs between California's public community colleges and secondary schools. At that time the members of the Subcommittee decided that a similar study approach to that used to meet part 1 of its charge should be implemented. However, because of work underway in the Chancellor's Office, California Community Colleges, the members of the Subcommittee modified the focus of the survey away from established community college-secondary school articulation programs.

The survey was designed to focus on the perceptions of community college staff regarding the effects, if any, which the members of the 1984 and 1985 high school graduation classes had had on the colleges' instructional and student services programs. In addition, the survey would also include questions dealing with community college staff perceptions concerning the factors which might be affecting high school graduates' enrollment in community colleges.

The 1986 survey was designed to ascertain if the 1984 and 1985 high school graduates attending California's community colleges differed from other students in their choices of educational programs, in their study skills needs, and in their student services support needs. In addition, the survey asked the respondents to identify factors, other than the diminishing high school population pool, which might be diverting high school graduates from enrolling in community colleges. Survey respondents were further invited to include comments on issues related to the topics of the survey.

During February, 1986, each California Community College Chief Executive Officer received a letter explaining the purpose of the survey, and copies of the survey itself. Each CEO was requested to distribute separately one copy of the survey to the college's Chief Instructional Officer and Chief Student Services Officer. One-hundred-six (106) survey packets were mailed encompassing all California public community colleges; responses from respondents from 104 of the colleges were returned in time to be included in the analysis, representing 98% of the survey population.

Individual responses from the same college were combined in the data analyses in order to ascertain an institutional response to the survey. With few exceptions, respondents from the 104 California community colleges participating in the survey were able to identify specific trends and changes which were occurring within their colleges and which could be related to the 1984 and 1985 high school graduates attending. Not all colleges' respondents answered all questions. As appropriate, for each of the following discussions of survey results, the number responding is separately identified.

IV. SURVEY RESULTS

GENERAL IMPACT

- **Decreasing Number Of High School Students Enrolling**

  Forty-eight percent (48%) of the 89 colleges responding to this question reported that the population of high school graduates attending community colleges is decreasing, while the majority of the remainder

reported no change. This statistic is not surprising in view of the fact that, with few exceptions, the California high school population pool is currently shrinking.

- **Transfer Program Choices Increasing At Expense Of Vocational Program Choices**

  Forty-one percent (41%) of the 103 colleges which responded to this question reported an increase in the number of students selecting a transfer program upon enrollment; 45% reported a decrease in the number of students enrolling in vocational-technical programs.

- **Increased Needs For Basic Skills And Learning Enhancement Courses**

  Seventy-four percent (74%) of the 101 colleges responding reported an increase in student enrollments in remedial courses; increased needs for English as a Second Language and for a curriculum to accommodate special learning disabilities were reported by 73% and 76%, respectively, of the responding colleges.

  A few of the colleges suggested that their implementation of a college-wide student assessment program may have caused them to become more aware of student needs. Therefore, it is not unlikely that the increased basic skills and other special learning-related needs of students indicated by the respondents may be due to better systems of students' needs identification as well as the learning support needs of 1984 and 1985 high school graduates.

- **Increased Needs For Focused Counseling Services**

  Ninety percent (90%) of the 104 colleges reported an increased need for focused counseling services. These included increased tutoring services, more frequent counselor intervention, improved dissemination of information concerning career options, and the implementation of a student assessment program.

FACTORS AFFECTING ENROLLMENT OF HIGH SCHOOL GRADUATES

In addition to the known factor that the basic high school student population pool has become smaller, survey respondents were asked to evaluate seven other factors in terms of their being (a) a primary factor, (b) a secondary factor, or (c) not a factor affecting high school graduates' enrollment in community colleges. Respondents perceptions about the importance of these factors are presented below in the order of their perceived impact.

- **Aggressive Outreach By Four-Year Institutions**

  Ninety-four percent (94%) of the colleges reported that the aggressive outreach programs implemented by the University of California and the California State University were either a primary factor (61%) or a secondary factor (33%) in diverting high school graduates from enrolling in California community colleges. Only 6% of the colleges felt these aggressive outreach programs were not a factor in reducing the enrollment of high school graduates in their colleges.

- **Increased Opportunities For Employment**

  Eighty-eight percent (88%) of the colleges identified increased opportunities for employment at low-level job entry as being a primary (51%) or secondary (37%) factor. Twelve percent (12%) of the colleges reported increased employment opportunities were not a factor in reducing the enrollment of high school graduates.

- **High Dropout Rate Of High School Students**

  Eighty-eight percent (88%) of the colleges perceived the high secondary school dropout rate as either a primary (45%) or secondary (43%) factor; 12% reported the high dropout rate was not a factor.

- **Diminishing Positive Image Of Community Colleges**

  Seventy-eight percent (78%) of the colleges suggested the diminishing positive image of community colleges as a primary (38%) or secondary (40%) factor; 22% indicated the diminishing positive image was not a factor in reducing their enrollments of high school graduates.

- **Reduced High School Emphasis On Vocational-Technical Education**

  Seventy-three percent (73%) of the colleges reported the reduced emphasis by high schools on vocational-technical education as a primary (21%) or secondary (52%) factor; 27% considered the reduced emphasis on vocational-technical education in their feeder high schools as not a factor in reducing enrollments of high school graduates.

- **Increased High School Emphasis On College Preparatory Courses**

  Of the 101 colleges which responded to this question, 73% reported that the increased emphasis by high schools on college preparatory courses was a primary (18%) or secondary (55%) factor; 27% responded the increased emphasis on college preparatory courses was not a factor in reducing enrollments of high school graduates.

- **Reduction Or Elimination Of High School Course Electives**

  Fifty-two percent (52%) of the colleges responded that the reduction or elimination of elective course options by high schools was a primary (13%) or secondary (39%) factor in reducing the number of high school graduates enrolling in their colleges. This question received the highest percentage (48%) of college responses indicating it was not a factor in reducing the enrollment of high school graduates in their institutions.

Clearly, the survey respondents perceived **three levels** of influence among the **factors** affecting the reduction of enrollments of high school graduates in their institutions.

Perceived as being of **primary** importance were **factors external to** both **the community colleges and the secondary schools:** more aggressive recruitment of high school graduates by the California public four-year colleges and universities, and increased entry-level job opportunities.

In contrast, the **second** level factors were directly related to **perceptions of high school students of both the secondary schools** and **the community colleges:** the increasing high school dropout rate, and the diminishing positive image of the community colleges.

The **third** level factors were all related to **recent changes in the curricula of the high schools.** These included: reduced emphasis on vocational-technical education opportunities, increased emphasis on transfer preparatory programs structured toward four-year institution requirements, and reductions in or elimination of elective course options.

In spite of these distinctions, it is important to note that each factor was viewed by the respondents as a contributor to the reduction in enrollments of high school graduates being experienced by the responding colleges. No factor was viewed by a majority of the respondents as being unrelated to the enrollment decline.

OTHER IDENTIFIED FACTORS

- **Fees And Financial Aid**

  Respondents from several colleges suggested that the imposition of fees was a contributing factor in discouraging high school graduates from attending community colleges. Of note is the fact that the

respondents who identified fees as an important factor represent a broad cross-section of California's community colleges.

Some respondents also felt the financial aid packages offered students at community colleges were less attractive than those offered students at public four-year institutions. Included here was the more restricted range of options available to students enrolled in community colleges when compared to those available to their counterparts attending University of California and California State University campuses.

- **Attrition**

Statewide there is a general perception that large numbers of students are dropping out of high school. This dropout is generally perceived as occurring before the 11th grade. While there is currently no accurate student accounting process in place which would discriminate the actual high school dropout from the student transferring to another high school, or attending alternate educational systems or programs, there is a growing concern that a large percentage of young people are not completing high school.

Respondents from several colleges reported their local secondary school superintendents and principals stated that students wishing to leave the high schools were having difficulty being placed in alternative educational programs. The scheduling of courses in the Regional Occupational Centers frequently does not fit students' work-study patterns; Adult Education programs are nearly always "capped out" with English as a Second Language and Parenting course offerings; Continuation High Schools are impacted; and, community colleges have difficulty accepting these students because of their inadequate preparation for college-level work.

These perceptions were reinforced by the survey results. The California community college survey respondents reported that proportionately fewer students are enrolled in vocational-technical courses and in elective courses, and fewer high school students are completing their secondary level studies within the provided four-year span.

- **Changes In Cultural Values**

Many respondents suggested growing evidence that several cultural factors may be diverting high school graduates from attending community colleges.

(1) Students who are not University of California or California State University bound appear to be more likely to opt for **entry-level employment** than to enroll in the community colleges. These students place increased value on "making money" than on education. In some cases this drive for employment is directly related to financial needs.

Some respondents suggested that the lack of role models in family units had had a great influence on secondary students not pursuing higher education; others suggested that devaluation of the importance of gaining a community college education had caused students to abandon college for the world of work.

(2) The high increase in **pregnancies among teen-agers** represents a second perceived reason for high school students not seeking a community college education. Where secondary schools do not provide programs designed for minors who are in-term or parents, the probability of these students continuing their education is very low.

(3) Difficulty on the part of both secondary schools and community colleges in understanding and providing for the **needs of "new populations"** was a third perceived cultural factor. The provision of

special programs for "new citizens" was reported as "expensive." Respondents noted having difficulty in meeting new educational priorities due to inadequate funding.

(4) The **new admission requirements established by the University of California and the California State University** were also perceived as a related factor. These new requirements were reported as having affected the preparation of college-bound high school students very early in their secondary careers. As a result, two disparate groups of high school students were seen as emerging: those who were definitely college-and-university-bound, and those who were in a course of study which would not easily allow for education beyond the high school diploma. It is toward the second of these two groups of students that a great deal of attention and concern is directed; they are perceived as the primary candidates for premature attrition from education.

- **Changes In Course Offerings And Student Program Choices**

  Several respondents suggested the elimination of program offerings and services had caused community colleges to become less attractive to high school graduates. In addition, respondents perceived the high schools as offering fewer educational options for students, particularly in vocational-technical programs, and in "other electives" as currently defined. Programs reported as being hardest hit were the performing and fine arts, homemaking, and physical education.

  With the revisions in high school graduation requirements, survey respondents reported having difficulty in arranging workable concurrent enrollment schedules to accommodate high school students who wished to enroll in community college courses while attending high school. Survey respondents also expressed concern about their future ability to work with those students who are currently leaving the secondary schools without diplomas. Often, these students have poor basic skills, lack information about available education options in career programs, have low self-esteem, and lack the motivation and sense of direction necessary to build productive futures.

- **Need For Improved Relationships Between Community College And High School Counselors**

  A number of respondents felt high school counselors are not supportive of community colleges and, therefore, do not encourage their counselees to attend community colleges. In their perception, community college respondents suggested high school counselors tended to place a higher value on a college education offered at a University of California or California State University institution.

  Respondents also stated high school counseling staffs had been reduced in size while the workload for remaining counselors had been increased. Notably, part of this increase in workload was viewed by the respondents as having been caused by the implementation of the new counseling enhancement programs mandated by law. In addition, the previously identified shift in program emphasis was perceived as affecting secondary school counselors because of the necessity for guiding a large student workload toward a diploma and because courses required for high school graduation were tending to be more "transfer-like" in scope. In short, high school counselors were perceived by survey respondents as having neither the time nor the impetus to counsel students toward seeking career options.

- **Need For Closer Working Relationships Between Community College And High School Teaching Faculty**

  A number of survey respondents felt they were not doing as good a job as they should in taking the initiative to work directly with high school faculty. These respondents suggested that community college faculty need to improve and strengthen their relationships with their counterparts among high school faculty; in this way, both segments could work as equal partners in educating and serving students.

- **Need For Improvement Of The Community College Image**

  Nearly every respondent suggested that, in the higher education arena, community colleges are not competing effectively for students. Many reported that, especially in the past few years, community colleges have received negative press at both the local and state levels. This press was viewed as having caught the attention of parents and others who may discourage potential students from choosing a community college. In this regard, respondents reported a general need to publicize widely the success stories of community college transfer students who have excelled at four-year institutions and who have made similar contributions in the work place.

AN IDENTIFIED ARTICULATION MODEL

A number of community college respondents, outside the Los Rios Community College District, identified the Articulation Council formed by Sacramento City College and the Sacramento Unified School District as being an outstanding model of community college-high school cooperation. These respondents felt the model should be studied for replication because of its success in producing effective articulation processes between the community college and its feeder high schools. They further felt the basis for the success of the community college-high school Articulation Council approach lay in the following factors:

- The Chief Executive Officers of both segments identified the work of the Articulation Council as having a major priority;
- The Chief Executive Officers of both segments met on a regular and on-going basis to insure the Council had the resources necessary for its operation;
- The segmental faculties representing the various instructional disciplines met on a regular and on-going basis to ensure continuity between high school and community college curricula, counseling services, and other student support services;
- Through focusing on the instructional, counseling, and other support services needs of individual students at the 10th, 11th, and 12th grades, the Council had created unique joint programs which enhanced students' perceptions of the worth of education;
- The efforts of the Council have provided high school students a direct identification with the local community college as a viable educational option.

V. RECOMMENDATIONS

1. Institution of A Process For High School Student Attrition Accountability

Although there is a common public perception that some 40% of high school students leave before completing, currently there is no accountability mechanism for providing accurate measurement of the rate of high school student attrition. Accurate data on student attrition must be collected. This would allow the secondary and community college segments to design and implement cooperative programs, including alternative programs, providing realistic options for students who are currently "hitting the streets" without necessary survival skills.

2. Joint Development Of Demographic Needs Assessments

Because the secondary schools and the community colleges generally serve the same populations, it is critical that they jointly develop and implement demographic needs assessment studies of their local populations. Information concerning local demography should serve in the establishment of curricular and student services programs which are sequential in nature and which provide students with a sense of continuity and purpose in their educational experiences.

3. Joint Design Of Concurrent Course Enrollment Schedules

Local high school and community college districts should endeavor to arrange their curricula and course schedules so that concurrent enrollment educational options are accessible to high school students who wish to pursue them. In this regard, consideration should also be given to the time in the school day when such concurrent enrollment options are offered. By not competing with traditional early-day course schedules, later afternoon blocks of courses would better serve to allow high school students to enroll concurrently.

4. Establishment Of Concurrent Intervention Programs For Potential High School Dropouts

If properly planned, cooperative intervention programs can offer realistic options for students who would otherwise leave high school without a diploma. However, intervention programs encompass more than the offering of traditional 2 + 2 programs in vocational education.

The success of intervention programs lies in the early detection of student learning problems. It is, therefore, necessary that intervention programs include, at the high school, provisions for student assessment, for establishment of realistic student educational goals, for frequent counselor intervention, and for tutoring and other support services.

Such interventions can be provided through the cooperative efforts of high school and community college personnel. They should be jointly developed and implemented in order to take advantage of personnel resources which may be unique to each segment, and to ensure that the efforts are efficient as well as effective and, to the extent possible, non-duplicative.

5. Improvement Of Working Relationships Between High School And Community College Counselors

The need to improve relationships between high school and community college counselors was the most frequent comment evidenced by survey respondents. In making their comments, the survey respondents indicated that the community colleges had to assume responsibility for not taking the initiative to inform, update and otherwise cooperate with high school counseling staffs. At the same time, these respondents noted that high school counselors have been reticent to recognize fully the value of a community college education.

In addition, with the increasing emphasis on preparation for transfer, high school counselors have fewer opportunities to learn and counsel students about career-directed educational options — an area of study which is currently evidencing a significant decrease in student enrollments at community colleges.

There are several ways to arrive at solutions to these issues. They include:

- Preparation of short (7-8 minutes) video cassette tapes describing career opportunities and career programs available at local community colleges. These tapes should be widely distributed to high school counseling staffs, especially career center staffs.

- Site visitations to local community college campuses should be arranged for high school counselors as well as high school students. During these visitations, special emphasis should be placed on career opportunities for which students may prepare by completing vocational-technical programs offered by the community colleges.

- Counseling staffs from both segments should meet on a regular basis, alternating between community college and high school sites, in order that new information can be shared on a timely basis and that a sense of equals can be nurtured.

- Regular assignment of local community college counselors to feeder high schools should be arranged so that a community college counselor is available to high school students at times most feasible for these students.

- Information sharing processes need to be strengthened so that high school student transcripts and other performance-related information is available to community college counselors and that feedback on high school graduates' performance at community colleges is available to the teachers and counselors at the high schools.

6. Improvement Of Working Relationships Between High School And Community College Faculty

Survey respondents suggested that community college and high school faculty assigned to the various teaching disciplines should periodically meet to discuss course content, instructional strategies, and student performance expectancies.

Full-time teaching exchanges between the high schools and the community colleges could provide valuable experiences for the faculties of both segments. To the extent that high school faculty have not attended or taught at a community college, they lack references or understandings related to the value of a community college education. To the extent that community college faculty lack high school teaching experience, they can be expected to be limited in their appreciation of secondary curriculum issues and related student needs.

7. Improvement Of Community College Recruitment And Student Follow-up Practices

Survey respondents indicated that many potential incoming students had no idea of "what going to college" means. Most colleges have developed media presentations and/or other materials for recruitment purposes. However, in many cases after the student enrolls in the college, there is no systematic way provided by the colleges which allows students to continue their adjustment — especially during the critical first term of enrollment.

If community college perceptions are correct in evaluating the effectiveness of University of California and California State University student recruitment practices, community colleges are currently outclassed and out-manuvered. Community colleges need to develop more effective outreach based on a quality low-cost education supported by excellent teaching and first-rate counseling and other student support services.

Most importantly, the effective recruitment of students does not begin with the Senior year in the high schools. It begins with building early connections with advanced elementary and junior high school students, and continues with the reinforcing of these practices through the high school and community college years.

8. Marketing An Improved Community College Image

Survey respondents suggested that poor marketing techniques had had disastrous effects on their ability to market the colleges well. In many cases, they reported that marketing approaches had been uneven.

Individual community colleges need to assess what image they wish to present to their publics. In doing this, they should avoid the assumption that public appeal is homogeneous. The very nature of the comprehensive community college mission attracts a diverse student population with equally diverse educational needs and interests. Nevertheless, each college should develop a single message so that a consistent, quality public impression can be repeatedly imprinted on the consciousness of their target groups.

Survey respondents suggested that, in their judgment, the most effective marketing packages for high school students and their parents were those which presented a cooperative higher education message jointly developed by four-year institutions and community colleges. As a result of this approach, focus is placed on the fact that, among other educational opportunities, community colleges provide students their first step toward earning a baccalaureate degree.

Similar approaches should also be developed with business and industry. Among other emphases, the success stories of employees educated by community colleges should be highlighted.

VI. POLICY CONSIDERATIONS

The major focus of the 1986 community college survey conducted by the Subcommittee on Articulation Concerns of the Commission on Instruction of the California Association of Community Colleges was to ascertain if the 1984 and 1985 high school graduates attending California's community colleges differed from other students in their choices of educational programs, in their study skills and basic skills needs, and in their student services support needs. In addition, the survey provided respondents the opportunity to evaluate the **impact of factors, other than a diminishing high school student pool,** which may be diverting high school graduates from enrolling in community colleges. In conducting this survey, the following policy considerations emerged:

1. **Broad field participation** was a significant element for gaining pertinent information regarding the impact of recent high school graduates on community college curricula and student support services.

2. The need for **development of an accurate process to account high school student attrition** was identified. The process should be jointly developed by high school and community college personnel and should provide for early detection of student problems in order to implement effective intervention.

3. There is need for student **demographic studies which include projections of future populations as well as current populations** so that high schools and community colleges can prepare to serve effectively new majority students. The studies should be jointly developed by high school and community college personnel so that programs and services resulting from the analyses will be characterized by continuity.

4. Processes which will provide for **closer and more effective working relationships between high school and community college faculty and counselors** need to be developed and nurtured. These are likely to be most effective when conducted at the institution-to-institution level.

5. High Schools and community colleges need to develop jointly specially-packaged and flexibly-scheduled programs which provide **feasible concurrent enrollment options** for high school students.

6. Community colleges and the high schools need to develop effective **marketing techniques and materials which are sensitive to the needs of all segments of the communities** they serve. Marketing, effectively managed, can improve both the public's and the student's understanding of the worth of education in general and of a community college education in particular. This will require both **earlier outreach directed at the junior high school and higher elementary grades and intensified student follow-up** at both the high school and community college levels.

7. When recruiting high school students, University of California, California State University, and community college campuses should cooperatively develop materials which illustrate the **equal partnerships**

developed to provide students quality higher education programs and student support services relevant to their needs.

8. Survey respondents identified the Sacramento City College — Sacramento Unified School District Articulation Council as an exemplary model for providing necessary articulation between the community college and secondary segments. **Additional study** should be directed **toward identifying other effective articulation arrangements,** the approaches they have in common and those which are unique to particular arrangements. The study should also document the outcomes resulting from the identified approaches and provide relevant cost information.

9. High schools and community colleges currently find themselves in a fiscal situation where available resources are strained and constrained. **Where additional resources would be required to implement the identified high school-community college articulation and evaluation recommendations, these resources should be provided through additional funding from the State.**

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